NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

ROADS
NQF Level 3

September 2007
ROADS – LEVEL 3

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SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

This document provides the lecturer with guidelines to develop and implement a coherent, integrated assessment system for Roads in the National Certificates (Vocational). It must be read with the National Policy Regarding Further Education and Training Programmes: Approval of the Documents, Policy for the National Certificates (Vocational) Qualifications at Levels 2 to 4 on the National Qualifications Framework (NQF). This assessment guideline will be used for National Qualifications Framework Levels 2-4.

This document explains the requirements for the internal and external subject assessment. The lecturer must use this document with the Subject Guidelines: Roads to prepare for and deliver Roads. Lecturers should use a variety of resources and apply a range of assessment skills in the setting, marking and recording of assessment tasks.

SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES ( VOCATIONAL) 

1 ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

Assessment in the National Certificates (Vocational) is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements.
- Facilitate access to and progression within education, training and career paths.
- Enhance the quality of education and training.
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities.
- Contribute to the holistic development of the student by addressing:
  - social adjustment and responsibility;
  - moral accountability and ethical work orientation;
  - economic participation; and
  - nation-building.

The principles that drive these objectives are:

- Integration
  To adopt a unified approach to education and training that will strengthen the human resources development capacity of the nation.

- Relevance
  To be dynamic and responsive to national development needs.

- Credibility
  To demonstrate national and international value and recognition of qualification and acquired competencies and skills.

- Coherence
  To work within a consistent framework of principles and certification.

- Flexibility
  To allow for creativity and resourcefulness when achieving Learning Outcomes, to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- Participation
  To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- Access
  To address barriers to learning at each level to facilitate students’ progress.
• **Progression**  
To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

• **Portability**  
To enable students to transfer credits of qualifications from one learning institution and/or employer to another institution or employer.

• **Articulation**  
To allow for vertical and horizontal mobility in the education system when accredited pre-requisites have been successfully completed.

• **Recognition of Prior Learning**  
To grant credits for a unit of learning following an assessment or if a student possesses the capabilities specified in the outcomes statement.

• **Validity of assessments**  
To ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:
  - clearly stating the outcome to be assessed;
  - selecting the appropriate or suitable evidence;
  - matching the evidence with a compatible or appropriate method of assessment; and
  - selecting and constructing an instrument(s) of assessment.

• **Reliability**  
To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

• **Fairness and transparency**  
To verify that no assessment process or method(s) hinders or unfairly advantages any student. The following could constitute unfairness in assessment:
  - Inequality of opportunities, resources or teaching and learning approaches
  - Bias based on ethnicity, race, gender, age, disability or social class
  - Lack of clarity regarding Learning Outcome being assessed
  - Comparison of students’ work with other students, based on learning styles and language

• **Practicability and cost-effectiveness**  
To integrate assessment practices within an outcomes-based education and training system and strive for cost and time-effective assessment.

2 **ASSESSMENT FRAMEWORK FOR VOCATIONAL QUALIFICATIONS**

The assessment structure for the National Certificates (Vocational) qualification is as follows:

2.1 **Internal continuous assessment (ICASS)**

Knowledge, skills values, and attitudes (SKVAs) are assessed throughout the year using assessment instruments such as projects, tests, assignments, investigations, role-play and case studies. The internal continuous assessment (ICASS) practical component is undertaken in a real workplace, a workshop or a “Structured Environment”. This component is moderated internally and externally quality assured by Umalusi. All internal continuous assessment (ICASS) evidence is kept in a Portfolio of Evidence (PoE) and must be readily available for monitoring, moderation and verification purposes.

2.2 **External summative assessment (ESASS)**

The external summative assessment is either a single or a set of written papers set to the requirements of the Subject Learning Outcomes. The Department of Education administers the theoretical component according to relevant assessment policies.
A compulsory component of external summative assessment (ESASS) is the integrated summative assessment task (ISAT). This assessment task draws on the students’ cumulative learning throughout the year. The task requires integrated application of competence and is executed under strict assessment conditions. The task should take place in a simulated or “Structured Environment”. The integrated summative assessment task (ISAT) is the most significant test of students’ ability to apply their acquired knowledge.

The integrated assessment approach allows students to be assessed in more than one subject with the same integrated summative assessment task (ISAT).

External summative assessments will be conducted annually between October and December, with provision made for supplementary sittings.

3 MODERATION OF ASSESSMENT

3.1 Internal moderation
Assessment must be moderated according to the internal moderation policy of the Further Education and Training (FET) college. Internal college moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessors. Internal moderation creates common understanding of Assessment Standards and maintains these across vocational programmes.

3.2 External moderation
External moderation is conducted by the Department of Education, Umalusi and, where relevant, an Education and Training Quality Assurance (ETQA) body according to South African Qualifications Authority (SAQA) and Umalusi standards and requirements.

The external moderator:
- monitors and evaluates the standard of all summative assessments;
- maintains standards by exercising appropriate influence and control over assessors;
- ensures proper procedures are followed;
- ensures summative integrated assessments are correctly administered;
- observes a minimum sample of ten (10) to twenty-five (25) percent of summative assessments;
- gives written feedback to the relevant quality assuror; and
- moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures for students who experience barriers to learning be customised and supported to enable these students to achieve their maximum potential.

4 PERIOD OF VALIDITY OF INTERNAL CONTINUOUS ASSESSMENT (ICASS)

The period of validity of the internal continuous assessment mark is determined by the National Policy on the Conduct, Administration and Management of the Assessment of the National Certificates (Vocational).

The internal continuous assessment (ICASS) must be re-submitted with each examination enrolment for which it constitutes a component.

5 ASSESSOR REQUIREMENTS

Assessors must be subject specialists and should ideally be declared competent against the standards set by the ETDP SETA. If the lecturer conducting the assessments has not been declared a competent assessor, an assessor who has been declared competent may be appointed to oversee the assessment process to ensure the quality and integrity of assessments.

6 TYPES OF ASSESSMENT

Assessment benefits the student and the lecturer. It informs students about their progress and helps lecturers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.
6.1 Baseline assessment
At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that students bring to the classroom. This knowledge assists lecturers to plan learning programmes and learning activities.

6.2 Diagnostic assessment
This assessment diagnoses the nature and causes of learning barriers experienced by specific students. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for students requiring specialist help.

6.3 Formative assessment
This assessment monitors and supports teaching and learning. It determines student strengths and weaknesses and provides feedback on progress. It determines if a student is ready for summative assessment.

6.4 Summative assessment
This type of assessment gives an overall picture of student progress at a given time. It determines whether the student is sufficiently competent to progress to the next level.

7 PLANNING ASSESSMENT
An assessment plan should cover three main processes:

7.1 Collecting evidence
The assessment plan indicates which Subject Outcomes and Assessment Standards will be assessed, what assessment method or activity will be used and when this assessment will be conducted.

7.2 Recording
Recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.

7.3 Reporting
All the evidence is put together in a report to deliver a decision for the subject.

8 METHODS OF ASSESSMENT
Methods of assessment refer to who carries out the assessment and includes lecturer assessment, self-assessment, peer assessment and group assessment.

<table>
<thead>
<tr>
<th>LECTURER ASSESSMENT</th>
<th>The lecturer assesses students’ performance against given criteria in different contexts, such as individual work, group work, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SELF-ASSESSMENT</td>
<td>Students assess their own performance against given criteria in different contexts, such as individual work, group work, etc.</td>
</tr>
<tr>
<td>PEER ASSESSMENT</td>
<td>Students assess another student’s or group of students’ performance against given criteria in different contexts, such as individual work, group work, etc.</td>
</tr>
<tr>
<td>GROUP ASSESSMENT</td>
<td>Students assess the individual performance of other students within a group or the overall performance of a group of students against given criteria.</td>
</tr>
</tbody>
</table>

9 INSTRUMENTS AND TOOLS FOR COLLECTING EVIDENCE
All evidence collected for assessment purposes is kept or recorded in the student’s Portfolio of Evidence (PoE).

The following table summarises a variety of methods and instruments for collecting evidence. A method and instrument is chosen to give students ample opportunity to demonstrate the Subject Outcome has been attained. This will only be possible if the chosen methods and instruments are appropriate for the target group and the Specific Outcome being assessed.
Methods for Collecting Evidence

<table>
<thead>
<tr>
<th>Assessment instruments</th>
<th>Observation-based (Less structured)</th>
<th>Task-based (Structured)</th>
<th>Test-based (More structured)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Observation</td>
<td>• Assignments or tasks</td>
<td>• Examinations</td>
<td></td>
</tr>
<tr>
<td>• Class questions</td>
<td>• Projects</td>
<td>• Class tests</td>
<td></td>
</tr>
<tr>
<td>• Lecturer, student, parent discussions</td>
<td>• Investigations or research</td>
<td>• Practical examinations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Case studies</td>
<td>• Oral tests</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Practical exercises</td>
<td>• Open-book tests</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Demonstrations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Role-play</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Interviews</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Assessment tools       | Observation sheets                 | Checklists               |
|                       | • Lecturer's notes                 | Rating scales            |
|                       | • Comments                         | Rubrics                  |
|                       | • Marks (e.g. %)                   | Rating scales (1-7)      |

| Evidence               | Focus on individual students       | Open middle: Students produce the same evidence but in different ways. |
|                       | • Subjective evidence              | Open end: Students use same process to achieve different results.     |
|                       | based on lecturer observations and impressions |                         |

Evidence: Focus on individual students

| Evidence               | Open middle: Students produce the same evidence but in different ways. |
|                       | Open end: Students use same process to achieve different results.     |

10 TOOLS FOR ASSESSING STUDENT PERFORMANCE

Rating scales are marking systems where a symbol (such as 1 to 7) or a mark (such as 5/10 or 50%) is defined in detail. The detail is as important as the coded score. Traditional marking, assessment and evaluation mostly used rating scales without details such as what was right or wrong, weak or strong, etc.

Task lists and checklists show the student what needs to be done. These consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the student has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

Rubrics are a hierarchy (graded levels) of criteria with benchmarks that describe the minimum level of acceptable performance or achievement for each criterion. Using rubrics is a different way of assessing and cannot be compared to tests. Each criterion described in the rubric must be assessed separately. Mainly, two types of rubrics, namely holistic and analytical, are used.

11 SELECTING AND/OR DESIGNING RECORDING AND REPORTING SYSTEMS

The selection or design of recording and reporting systems depends on the purpose of recording and reporting student achievement. Why particular information is recorded and how it is recorded determine which instrument will be used.

Computer-based systems, for example spreadsheets, are cost and time effective. The recording system should be user-friendly and information should be easily accessed and retrieved.

12 COMPETENCE DESCRIPTIONS

All assessment should award marks to evaluate specific assessment tasks. However, marks should be awarded against rubrics and not be simply a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) that a student must demonstrate to achieve each level of the rating scale.

When lecturers or assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a Subject Outcome. The relevant Assessment Standard must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.
13 STRATEGIES FOR COLLECTING EVIDENCE

A number of different assessment instruments may be used to collect and record evidence. Examples of instruments that can be (adapted and) used in the classroom include:

13.1 Record sheets
The lecturer observes students working in a group. These observations are recorded in a summary table at the end of each project. The lecturer can design a record sheet to observe students’ interactive and problem-solving skills, attitudes towards group work and involvement in a group activity.

13.2 Checklists
Checklists should have clear categories to ensure that the objectives are effectively met. The categories should describe how the activities are evaluated and against what criteria they are evaluated. Space for comments is essential.

SECTION C: ASSESSMENT IN ROADS

1 SCHEDULE OF ASSESSMENT

At NQF levels 2, 3 and 4, lecturers will conduct assessments as well as develop a schedule of formal assessments that will be undertaken in the year. All three levels also have an external examination that accounts for 50 percent of the total mark. The marks allocated to assessment tasks completed during the year, kept or recorded in a Portfolio of Evidence (PoE), account for the other 50 percent.

The Portfolio of Evidence (PoE) and the external assessment include practical and written components. The practical assessment in Roads must, where necessary, be subjected to external moderation by Umalusi or an appropriate Education and Training Quality Assurance (ETQA) body, appointed by the Umalusi Council in terms of Section 28(2) of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001).

2 RECORDING AND REPORTING

Roads, as is the case for all the other Vocational subjects, is assessed according to five levels of competence. The level descriptions are explained in the following table.

Scale of Achievement for the Vocational component

<table>
<thead>
<tr>
<th>RATING CODE</th>
<th>RATING</th>
<th>MARKS %</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Outstanding</td>
<td>80-100</td>
</tr>
<tr>
<td>4</td>
<td>Highly competent</td>
<td>70-79</td>
</tr>
<tr>
<td>3</td>
<td>Competent</td>
<td>50-69</td>
</tr>
<tr>
<td>2</td>
<td>Not yet competent</td>
<td>40-49</td>
</tr>
<tr>
<td>1</td>
<td>Not achieved</td>
<td>0-39</td>
</tr>
</tbody>
</table>

The programme of assessment should be recorded in the Lecturer’s Portfolio of Assessment for each subject. The following at least should be included in the Lecturer’s Assessment Portfolio:

- A contents page
- The formal schedule of assessment
- The requirements for each assessment task
- The tools used for each assessment task
- Recording instrument(s) for each assessment task
- A mark sheet and report for each assessment task

The college must standardise these documents.

The student’s Portfolio of Evidence (PoE) must include at least:

- A contents page
- The assessment tasks according to the assessment schedule
• The assessment tools or instruments for the task
• A record of the marks (and comments) achieved for each task

Where a task cannot be contained as evidence in the Portfolio of Evidence (PoE), its exact location must be recorded and it must be readily available for moderation purposes.
ASSESSMENT OF ROADS

LEVEL 3
3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN ROADS - LEVEL 3

**Topic 1: Construction of roads**

<table>
<thead>
<tr>
<th>SUBJECT OUTCOME</th>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Perform road building</td>
<td>The earthwork activities are performed</td>
<td>Perform the earthwork activities</td>
</tr>
<tr>
<td></td>
<td>The different base courses are performed</td>
<td>Perform the different base courses</td>
</tr>
<tr>
<td></td>
<td>Surface finishing is performed</td>
<td>Perform surface finishing</td>
</tr>
<tr>
<td></td>
<td>Drainage work is performed</td>
<td>Perform drainage work</td>
</tr>
</tbody>
</table>

**ASSESSMENT TASKS OR ACTIVITIES**

- **TASK BASED**
  - Practical exercises
  - Demonstrations
  - Observations

- **TEST BASED**
  - Examinations
  - Class tests
  - Practical examinations
  - Written examinations

**Topic 2: Unsurfaced road shoulders**

<table>
<thead>
<tr>
<th>SUBJECT OUTCOMES</th>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Explain well maintained gravel road shoulders.</td>
<td>The characteristics and benefits of well-maintained gravel road shoulders are explained</td>
<td>Explain the characteristics and benefits of well-maintained gravel road shoulders</td>
</tr>
</tbody>
</table>

**ASSESSMENT TASKS OR ACTIVITIES**

- **TASK BASED**
  - Practical exercises
  - Demonstrations
  - Observations

- **TEST BASED**
  - Examinations
  - Class tests
  - Practical examinations
  - Written examinations

**SUBJECT OUTCOMES**

<table>
<thead>
<tr>
<th>SUBJECT OUTCOMES</th>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 Plan to conduct, repair or do maintenance work on an unsurfaced road shoulder</td>
<td>A task evaluation is conducted</td>
<td>Conduct a task evaluation</td>
</tr>
<tr>
<td></td>
<td>A work plan is drawn up and materials obtained</td>
<td>Draw up a work plan and obtain materials</td>
</tr>
<tr>
<td></td>
<td>Range: personnel, plant and equipment, personnel safety equipment, roadside safety equipment, material quantities, schedule of activities, hazard identification</td>
<td>Range: personnel, plant and equipment, personnel safety equipment, roadside safety equipment, material quantities, schedule of activities, hazard identification</td>
</tr>
</tbody>
</table>
### SUBJECT OUTCOMES

#### 2.3 Prepare the work areas.

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Temporary traffic control devices are put in place</td>
<td>Put temporary traffic control devices in place</td>
</tr>
<tr>
<td>Safety measures with regard to identified hazards are</td>
<td>Take safety measures with regard to identified hazards</td>
</tr>
<tr>
<td>taken</td>
<td></td>
</tr>
<tr>
<td>Personnel are assigned to specific tasks</td>
<td>Assign personnel to specific tasks</td>
</tr>
</tbody>
</table>

#### ASSESSMENT TASKS OR ACTIVITIES

- **TASK BASED**
  - Practical exercises
  - Demonstrations
  - Observations

- **TEST BASED**
  - Examinations
  - Class tests
  - Practical examinations
  - Written examinations

### SUBJECT OUTCOMES

#### 2.4 Conduct the shoulder repair task

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following actions are completed according to</td>
<td>Excavate, backfill and compact according to specification</td>
</tr>
<tr>
<td>specifications: excavation, backfilling and compaction</td>
<td></td>
</tr>
<tr>
<td>Plant and material are utilised as prescribed</td>
<td>Utilise plant and material as prescribed</td>
</tr>
<tr>
<td>Safety measures are adhered to</td>
<td>Adhere to safety measures</td>
</tr>
</tbody>
</table>

#### ASSESSMENT TASKS OR ACTIVITIES

- **TASK BASED**
  - Practical exercises
  - Demonstrations
  - Observations

- **TEST BASED**
  - Examinations
  - Class tests
  - Practical examinations
  - Written examinations
### SUBJECT OUTCOMES

#### 2.5 Clear the work site on completion of work

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excess material is removed</td>
<td>Remove excess material</td>
</tr>
<tr>
<td>Temporary traffic control signs are removed in correct sequence</td>
<td>Remove temporary traffic control signs in correct sequence</td>
</tr>
</tbody>
</table>

**ASSESSMENT TASKS OR ACTIVITIES**

- **TASK BASED**
  - Practical exercises
  - Demonstrations
  - Observations

- **TEST BASED**
  - Examinations
  - Class tests
  - Practical examinations
  - Written examinations

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### Subject Outcome: Directional signs

#### 3.1 Plan and prepare for the assembling and erecting of directional signs.

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>The types of hand tools and plant required for assembling and erecting diagonal sign are identified and procured</td>
<td>Identify and procure the types of hand tools and plant required for assembling and erecting diagonal sign</td>
</tr>
<tr>
<td>Protective clothing and first aid kit that will comply with Occupational Health and Safety Act requirements are identified and procured</td>
<td>Identify and procure protective clothing and first aid kit that will comply with Occupational Health and Safety Act requirements</td>
</tr>
<tr>
<td>Road signs and traffic control devices that will comply safely in a road environment are identified and procured</td>
<td>Identify and procure road signs and traffic control devices that will comply safely in a road environment</td>
</tr>
</tbody>
</table>

**ASSESSMENT TASKS OR ACTIVITIES**

- **TASK BASED**
  - Practical exercises
  - Demonstrations
  - Observations

- **TEST BASED**
  - Examinations
  - Class tests
  - Practical examinations
  - Written examinations

---

### Subject Outcome: Calculate material quantities, procure materials and store.

#### 3.2 Calculate material quantities, procure materials and store.

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
</table>
| Material quantities are calculated and procured, transported and stored | Calculate material quantities  
  Procure material  
  Transport and store material |
### ASSESSMENT TASKS OR ACTIVITIES

**TASK BASED**
- Practical exercises
- Demonstrations
- Observations

**TEST BASED**
- Examinations
- Class tests
- Practical examinations
- Written examinations

### SUBJECT OUTCOME

#### 3.3 Set out directional sign

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directional sign according to project specifications are set out</td>
<td>Set out directional sign according to project specifications</td>
</tr>
</tbody>
</table>

**ASSESSMENT TASKS OR ACTIVITIES**

**TASK BASED**
- Practical exercises
- Demonstrations
- Observations

**TEST BASED**
- Examinations
- Class tests
- Practical examinations
- Written examinations

### SUBJECT OUTCOME

#### 3.4 Execute the work in a cost-effective manner

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>The programme of work is prepared</td>
<td>Prepare programme of work</td>
</tr>
<tr>
<td>Records of labour, material and plant are captured on a daily basis</td>
<td>Capture records of labour, material and plant on a daily basis</td>
</tr>
<tr>
<td>Quality control of work are executed to ensure that work complies with project specification</td>
<td>Execute quality control of work to ensure that work complies with project specification</td>
</tr>
<tr>
<td>Execute productivity control to ensure compliance to targets</td>
<td>Execute productivity control to ensure compliance to targets</td>
</tr>
<tr>
<td>Deficiencies in terms of meeting programmes are identified</td>
<td>Identify deficiencies in terms of meeting programmes</td>
</tr>
<tr>
<td>Remedial action is recommended to supervisor</td>
<td>Recommend remedial action to supervisor</td>
</tr>
</tbody>
</table>

**ASSESSMENT TASKS OR ACTIVITIES**

**TASK BASED**
- Practical exercises
- Demonstrations
- Observations

**TEST BASED**
- Examinations
- Class tests
- Practical examinations
- Written examinations
### Topic 4: Installation of road markers

#### SUBJECT OUTCOME

| 4.1 Identify and procure the types of tools, plant and equipment required. |
|---|---|
| **ASSESSMENT STANDARD** | **LEARNING OUTCOME** |
| Tools and plant types suitable for assembling and erecting diagonal sign are identified | Identify tools and plant types suitable for assembling and erecting diagonal sign |

**ASSESSMENT TASKS OR ACTIVITIES**

**TASK BASED**

- Practical exercises
- Demonstrations
- Observations

**TEST BASED**

- Examinations
- Class tests
- Practical examinations
- Written examinations

#### SUBJECT OUTCOME

| 4.2 Identify and procure clothing, road signs and traffic control devices, first aid kit. |
|---|---|
| **ASSESSMENT STANDARD** | **LEARNING OUTCOME** |
| Protective clothing and first aid kit that will comply with Occupational Health and Safety Act requirements are procured | Identify and procure protective clothing and first aid kit that will comply with Occupational Health and Safety Act requirements |
| Road signs and traffic control devices that will comply safely in a road environment are identified and procured | Identify and procure road signs and traffic control devices that will comply safely in a road environment |

**ASSESSMENT TASKS OR ACTIVITIES**

**TASK BASED**

- Practical exercises
- Demonstrations
- Observations

**TEST BASED**

- Examinations
- Class tests
- Practical examinations
- Written examinations

#### SUBJECT OUTCOME

| 4.3 Calculate material quantities, procure material and store. |
|---|---|
| **ASSESSMENT STANDARD** | **LEARNING OUTCOME** |
| Material quantities are calculated, procured, transported and stored | • Calculate material quantities |
| • Procure material |
| • Transport and store material |

**ASSESSMENT TASKS OR ACTIVITIES**

**TASK BASED**

- Practical exercises
- Demonstrations
- Observations

**TEST BASED**

- Examinations
- Class tests
- Practical examinations
- Written examinations
## SUBJECT OUTCOME

### 4.4 Execute the work in a cost effective and safe manner

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality control of work is executed to ensure that work complies with project specification</td>
<td>Execute quality control of work to ensure that work complies with project specification</td>
</tr>
<tr>
<td>Productivity control is executed to ensure compliance to targets</td>
<td>Execute productivity control to ensure compliance to targets</td>
</tr>
<tr>
<td>Deficiencies in terms of meeting programmes are identified</td>
<td>Identify deficiencies in terms of meeting programmes</td>
</tr>
<tr>
<td>Remedial action is recommended to supervisor</td>
<td>Recommend remedial action to supervisor</td>
</tr>
</tbody>
</table>

### ASSESSMENT TASKS OR ACTIVITIES

**TASK BASED**
- Practical exercises
- Demonstrations
- Observations

**TEST BASED**
- Examinations
- Class tests
- Practical examinations
- Written examinations

## Topic 5: Erection of signposts

### SUBJECT OUTCOME

#### 5.1 Identify and procure the types of hand tools and plant required

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tools and plant types suitable for assembling and erecting the signpost are identified</td>
<td>Identify tools and plant types suitable for assembling and erecting the signpost</td>
</tr>
</tbody>
</table>

### ASSESSMENT TASKS OR ACTIVITIES

**TASK BASED**
- Practical exercises
- Demonstrations
- Observations

**TEST BASED**
- Examinations
- Class tests
- Practical examinations
- Written examinations

### SUBJECT OUTCOME

#### 5.2 Identify and procure clothing, road signs and traffic control devices and first aid kit

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protective clothing and first aid kit that will comply with Occupational Health and Safety Act requirements are identified and procured</td>
<td>Identify and procure protective clothing and first aid kit that will comply with Occupational Health and Safety Act requirements</td>
</tr>
<tr>
<td>Road signs and traffic control devices that will comply safely in a road environment are identified and procured</td>
<td>Identify and procure road signs and traffic control devices that will comply safely in a road environment</td>
</tr>
</tbody>
</table>
### ASSESSMENT TASKS OR ACTIVITIES

**TASK BASED**
- Practical exercises
- Demonstrations
- Observations

**TEST BASED**
- Examinations
- Class tests
- Practical examinations
- Written examinations

### SUBJECT OUTCOME

#### 5.3 Calculate material quantities, procure and store

**ASSESSMENT STANDARD**
- Material quantities are calculated, procured transported and stored

**LEARNING OUTCOME**
- Calculate material quantities
- Procure material
- Transport and store material

**ASSESSMENT TASKS OR ACTIVITIES**

**TASK BASED**
- Practical exercises
- Demonstrations
- Observations

**TEST BASED**
- Examinations
- Class tests
- Practical examinations
- Written examinations

#### 5.4 Execute the work in a cost-effective manner.

**ASSESSMENT STANDARD**
- Programme of work is prepared
- Records of labour, material and plant is captured on a daily basis
- Quality control of work is executed to ensure that work complies with project specification
- Productivity control is executed to ensure compliance to targets
- Deficiencies in terms of meeting programmes are identified
- Remedial action is recommended to supervisor

**LEARNING OUTCOME**
- Prepare programme of work
- Capture records of labour, material and plant on a daily basis
- Execute quality control of work to ensure that work complies with project specification
- Execute productivity control to ensure compliance to targets
- Identify deficiencies in terms of meeting programmes
- Recommend remedial action to supervisor

**ASSESSMENT TASKS OR ACTIVITIES**

**TASK BASED**
- Practical exercises
- Demonstrations
- Observations

**TEST BASED**
- Examinations
- Class tests
- Practical examinations
- Written examinations
## Topic 6: Compaction of hot mix asphalt

<table>
<thead>
<tr>
<th>SUBJECT OUTCOME</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.1 Prepare to compact hot mix asphalt.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>ASSESSMENT STANDARD</strong></td>
<td><strong>LEARNING OUTCOME</strong></td>
</tr>
<tr>
<td>Preparation is done to compact hot mix asphalt</td>
<td>Prepare to compact hot mix asphalt</td>
</tr>
<tr>
<td>Work activities to maintain productive workflow is planned</td>
<td>Plan work activities to maintain productive workflow</td>
</tr>
<tr>
<td>Work area is checked for hazards</td>
<td>Check work area for hazards</td>
</tr>
<tr>
<td>Functionality of all tools, equipment and personal protective equipment is checked</td>
<td>Identify and ensure functionality of all tools, equipment and personal protective equipment</td>
</tr>
<tr>
<td>Traffic control plan is prepared</td>
<td>Prepare traffic control plan</td>
</tr>
</tbody>
</table>

### ASSESSMENT TASKS OR ACTIVITIES

- **TASK BASED**
  - Practical exercises
  - Demonstrations
  - Observations

- **TEST BASED**
  - Examinations
  - Class tests
  - Practical examinations
  - Written examinations

<table>
<thead>
<tr>
<th>SUBJECT OUTCOME</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.2 Describe in detail compaction equipment.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>ASSESSMENT STANDARD</strong></td>
<td><strong>LEARNING OUTCOME</strong></td>
</tr>
<tr>
<td>Compaction equipment is described in terms of its type and functions</td>
<td>Describe compaction equipment in terms of its type and functions</td>
</tr>
<tr>
<td>Compaction equipment is described according to its mass and loading characteristics</td>
<td>Describe compaction equipment according to its mass and loading characteristics</td>
</tr>
<tr>
<td>Compaction equipment are described in terms of particular maintenance requirement of equipment used for asphalt paving construction</td>
<td>Describe compaction equipment in terms of particular maintenance requirement of equipment used for asphalt paving construction</td>
</tr>
<tr>
<td>Vibrating rollers in are described in terms of amplitude and frequency</td>
<td>Explain vibrating rollers in terms of amplitude and frequency</td>
</tr>
</tbody>
</table>

### ASSESSMENT TASKS OR ACTIVITIES

- **TASK BASED**
  - Practical exercises
  - Demonstrations
  - Observations

- **TEST BASED**
  - Examinations
  - Class tests
  - Practical examinations
  - Written examinations

<table>
<thead>
<tr>
<th>SUBJECT OUTCOME</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.3 Explain the particular requirements and techniques for compaction of hot mix asphalt.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>ASSESSMENT STANDARD</strong></td>
<td><strong>LEARNING OUTCOME</strong></td>
</tr>
<tr>
<td>The requirements for effective compaction are described in terms of the influence of densification on durability, importability and resistance to deformation and cohesion of</td>
<td>Describe the requirements for effective compaction in terms of the influence of densification on durability, importability and resistance to deformation and cohesion of</td>
</tr>
</tbody>
</table>
## SUBJECT OUTCOME

### ASSESSMENT TASKS OR ACTIVITIES

### TASK BASED
- Practical exercises
- Demonstrations
- Observations

### TEST BASED
- Examinations
- Class tests
- Practical examinations
- Written examinations

### 6.4 Implement the compaction operation.

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective compaction in terms of the influence of the material temperature at the time of rolling is explained</td>
<td>Describe effective compaction in terms of the influence of the material temperature at the time of rolling</td>
</tr>
<tr>
<td>The temperature range in which to achieve compaction for different material thickness is described</td>
<td>Explain the temperature range in which to achieve compaction for different material thickness</td>
</tr>
<tr>
<td>The rolling operation is described in terms of its sequence, pattern and number of passes of each roller</td>
<td>Describe the rolling operation in terms of its sequence and pattern and number of passes of each roller</td>
</tr>
<tr>
<td>Compaction is described in terms of techniques for jointing</td>
<td>Describe compaction in terms of techniques for jointing</td>
</tr>
<tr>
<td>Compaction operation is explained in terms of how to achieve the density, material uniformity, surface finish and readability and uniformity of joints</td>
<td>Explain compaction operation in terms of how to achieve the density, material uniformity, surface finish and readability and uniformity of joints</td>
</tr>
<tr>
<td>Compaction operation is explained in terms of how to avoid pick-up, deformation, over rolling and cracking of the material</td>
<td>Describe compaction operation in terms of how to avoid pick-up, deformation, over rolling and cracking of the material</td>
</tr>
<tr>
<td>Rolling sequences and passes to roller operators are set and communicated</td>
<td>Set and communicate rolling sequences and passes to roller operators</td>
</tr>
<tr>
<td>The conditions of the material and joints are inspected</td>
<td>Inspect the condition of the material and the joints</td>
</tr>
<tr>
<td>The density of material in the compaction window time is obtained</td>
<td>Obtain the density of material in the compaction window time</td>
</tr>
<tr>
<td>Remedial actions are taken</td>
<td>Take remedial actions</td>
</tr>
<tr>
<td>Training needs are identified</td>
<td>Identify training needs</td>
</tr>
</tbody>
</table>

### ASSESSMENT TASKS OR ACTIVITIES
# Topic 7: Pre-cast kerbs and concrete channels on road works construction site

## SUBJECT OUTCOME

### 7.1 Explain the technology of constructing pre-cast kerbs and concrete channels

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>The technology of constructing pre-cast kerbs and concrete channels are explained</td>
<td>Explain the technology of constructing pre-cast kerbs and concrete channels</td>
</tr>
<tr>
<td>Technology of constructing pre-cast kerbs and that of constructing in-situ concrete kerbs are compared</td>
<td>Compare technology of constructing pre-cast kerbs and that of constructing in-situ concrete kerbs</td>
</tr>
</tbody>
</table>

### ASSESSMENT TASKS OR ACTIVITIES
- **TASK BASED**
  - Practical exercises
  - Demonstrations
  - Observations
- **TEST BASED**
  - Examinations
  - Class tests
  - Practical examinations
  - Written examinations

## SUBJECT OUTCOME

### 7.2 Prepare bedding to receive kerbs.

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work area is checked for hazards</td>
<td>Check work area for hazards</td>
</tr>
<tr>
<td>Functionality of tools, equipment and personal protective equipment is checked and ensured</td>
<td>Identify and ensure functionality of tools, equipment and personal protective equipment</td>
</tr>
<tr>
<td>Foundation is prepared in accordance with work requirements</td>
<td>Prepare foundation in accordance with work requirements</td>
</tr>
<tr>
<td>Alignment markers are noted and protected according to site procedures</td>
<td>Note and protect alignment markers according to site procedures</td>
</tr>
</tbody>
</table>

### ASSESSMENT TASKS OR ACTIVITIES
- **TASK BASED**
  - Practical exercises
  - Demonstrations
  - Observations
- **TEST BASED**
  - Examinations
  - Class tests
  - Practical examinations
  - Written examinations
## SUBJECT OUTCOME

### 7.3 Lay pre-cast concrete kerbs.

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work is carried out in accordance with workplace safety</td>
<td>Carry out work in accordance with workplace safety</td>
</tr>
<tr>
<td>requirements</td>
<td>requirements</td>
</tr>
<tr>
<td>Kerb is neatly made true and within SABS tolerance</td>
<td>Make kerb neatly, true and within SABS tolerance</td>
</tr>
<tr>
<td>Kerb joints are spaced evenly and filled with mortar</td>
<td>Space kerb joints evenly and fill them with mortar</td>
</tr>
<tr>
<td>Kerbs are backfilled in terms of contract specifications</td>
<td>Backfill kerbs in terms of contract specifications</td>
</tr>
<tr>
<td>Tools and equipment are used in accordance with their</td>
<td>Use tools and equipment in accordance with their</td>
</tr>
<tr>
<td>designed purpose</td>
<td>designed purpose</td>
</tr>
<tr>
<td>Personal protective equipment are used as required in</td>
<td>Use personal protective equipment as required in</td>
</tr>
<tr>
<td>accordance with OHS Act</td>
<td>accordance with OHS Act</td>
</tr>
<tr>
<td>Kerbs are completed within industry acceptable time frames</td>
<td>Complete kerb within industry acceptable time frames</td>
</tr>
<tr>
<td>Kerbs are checked on completion to ensure compliance</td>
<td>Check kerb on completion to ensure compliance with work</td>
</tr>
<tr>
<td>with work instructions</td>
<td>instructions</td>
</tr>
</tbody>
</table>

### ASSESSMENT TASKS OR ACTIVITIES

- **TASK BASED**
  - Practical exercises
  - Demonstrations
  - Observations

- **TEST BASED**
  - Examinations
  - Class tests
  - Practical examinations
  - Written examinations

## SUBJECT OUTCOME

### 7.4 Lay in-situ concrete channels.

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work are carried out in accordance with workplace safety</td>
<td>Carry out work in accordance with workplace safety</td>
</tr>
<tr>
<td>requirements</td>
<td>requirements</td>
</tr>
<tr>
<td>Concrete is placed and finished in accordance with site</td>
<td>Place and finish concrete in accordance with site</td>
</tr>
<tr>
<td>requirements</td>
<td>requirements</td>
</tr>
<tr>
<td>Excess concrete is cleaned from the kerbs in accordance with</td>
<td>Clean excess concrete from the kerbs in accordance with</td>
</tr>
<tr>
<td>industry accepted procedures</td>
<td>industry accepted procedures</td>
</tr>
<tr>
<td>Tools and equipment are used in accordance with their</td>
<td>Use tools and equipment in accordance with their</td>
</tr>
<tr>
<td>designed purpose</td>
<td>designed purpose</td>
</tr>
<tr>
<td>Personal protective equipment is used as required in</td>
<td>Use personal protective equipment as required in</td>
</tr>
<tr>
<td>accordance with OHS Act</td>
<td>accordance with OHS Act</td>
</tr>
<tr>
<td>Channel is completed within industry acceptable time frames</td>
<td>Complete channel within industry acceptable time frames</td>
</tr>
</tbody>
</table>
4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN ROADS - LEVEL 3

4.1 Integrated summative assessment task (ISAT)
A compulsory component of the external assessment (ESASS) is the integrated summative assessment task (ISAT). The integrated summative assessment task (ISAT) draws on the students’ cumulative learning achieved throughout the year. The task requires integrated application of competence and is executed and recorded in compliance with assessment conditions.

Two approaches to the integrated summative assessment task (ISAT) may be as follows:

• The students are assigned a task at the beginning of the year which they will have to complete in phases throughout the year to obtain an assessment mark. A final assessment is made at the end of the year when the task is completed.

OR

• Students achieve the competencies throughout the year but the competencies are assessed cumulatively in a single assessment or examination session at the end of the year.

The integrated summative assessment task (ISAT) is set by an externally appointed examiner and is conveyed to colleges in the first quarter of the year.

The integrated assessment approach enables students to be assessed in more than one subject with the same integrated summative assessment task (ISAT).

4.2 National Examination
A national examination is conducted annually in October or November by means of a paper(s) set and moderated externally. The following distribution of cognitive application is suggested:

<table>
<thead>
<tr>
<th>LEVEL 3</th>
<th>KNOWLEDGE AND COMPREHENSION</th>
<th>APPLICATION</th>
<th>ANALYSIS, SYNTHESIS AND EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>40%</td>
<td>50%</td>
<td>10%</td>
</tr>
</tbody>
</table>